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ABSTRACT

The first year of California State University's program to improve university students' critical reading of introductory texts had two objectives: to develop professors' available repertoire of strategies for guiding students' independent learning from texts and to develop students' facility in learning from texts with adjunct guide materials (including study guide questions, graphic organizers, vocabulary, and selective reading guides). The second year of the project aimed to develop critical reading guide materials for the second half of a western civilization course and related minicourse and to develop critical reading guide materials and a minicourse for a section on economics. This report summarizes the results of the second year of the project in eight subsections: (1) project background and philosophy, (2) second year objectives, (3) planning phase, (4) dissemination efforts, (5) implementation phase, (6) minicourse results for history, (7) minicourse results for economics, and (8) conclusions and recommendations. Among the appendixes are a study group format for the minicourse on economics, selective reading guides for the economics and history courses, and a graphic organizer for history. (HOD)

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CRITICAL READING: A GUIDE FOR FACULTY AND STUDENTS IN ECONOMICS AND HISTORY

(Final Report - Second Year)

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September, 1982

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California State University Chancellor's Office Maxi-Grant

CRITICAL READING: A GUIDE FOR FACULTY AND STUDENTS IN ECONOMICS AND HISTORY

This report summarizes the results of the second year CSU Chancellor's Office maxi-grant designed to improve university students' critical reading of introductory texts. First year final reports are available providing detailed summaries of the pilot project (Bean, 1981; Mend, 1981).

Dr. Michael Mend, Professor of Sociology at CSUF conducted an independent evaluation of this year's project including interviews with last year's students to explore transfer effects of the project to students' current text reading assignments. A complete report of this evaluation is available from the Chancellor's Office (Mend, 1982).

The report that follows is organized according to eight sub-sections: 1) Project Background and Philosophy; 2) Second Year Objectives; 3) Planning Phase; 4) Dissemination Efforts; 5) Implementation Phase; 6) Mini-Course Results for History; 7) Mini-Course Results for Economics; 8) Conclusions and Recommendations.

Project Background and Philosophy

University faculty expect students to acquire information from textbooks and lectures independently. Moreover, students are expected to develop the ability to organize course content for retention, critical discussion, and evaluation on essay and multiple-choice exams (Hancock and Moss, 1979; Singer 1982). Left to their own devices, entry-level students rely on inefficient

strategies for coping with text assignments. Rereading, too much underlining of inappropriate text passages, and memorization often comprise the freshman's repertoire of learning strategies (Anderson, 1980).

Our project introduces alternatives to the read-memorize-regurgitate-forget cycle that sometimes characterizes the freshman year, especially on a commuter campus where students interact relatively little apart from their regular classes. By introducing professors and students to various forms of text guide material and efficient student-generated learning strategies, students' achievement in and attitudes toward introductory courses can be enhanced (Mend, 1981).

First and Second Year Objectives

The first year of the project centered on two major aspects of teaching and learning from academic texts:

1) to develop professors' available repertoire of strategies for guiding students' independent learning from texts;
2) to develop students' facility in learning from texts with adjunct guide materials including study guide questions, graphic organizers, vocabulary, and selective reading guides (Readence, Bean, and Baldwin, 1981).

During the first year of the project a critical reading mini-course (1 credit hour) was developed for History 110A (Western Civilization) and two sections were offered on a pilot basis during the Spring, 1981 semester. These classes were again offered during the Fall, 1981 semester and are now a potential part of regular course offerings in the Reading Department.

During Fall, 1981 three second year objectives were undertaken:

1) to develop critical reading guide materials for History 110B (the second half of Western Civilization) and a related mini-course;
2) to develop critical reading guide materials and a mini-course for Economics 100.
3) to disseminate the 1980-81 project results on the CSUF campus, in the UC-CSU systems, and on a national level.

The Planning Phase

Based on our first year's experience, we used weekly seminar work teams during the Fall, 1981 semester to analyze discourse features and key concepts in the History and Economics texts. The History 110B team consisted of Dr. Frazee from History along with Ms. JoAnn Wells and Hallie Yopp from Reading. Ms. Yopp, project Research Assistant also worked closely with Dr. John Haehl from Economics and myself in the analysis of the Economics text and development of adjunct guides. We were able to pilot and evaluate the guides on a weekly basis in three of Dr. Haehl's classes. Preliminary results of students' evaluations of the pilot materials are discussed later in this report.

The History text for 110B was the second half of McKay, Hill, and Buckler (1979). A comprehensive analysis of this text was completed during the first year project (Bean, 1981). Thus, guide material developed for History 110B followed the 110A format emphasizing selective reading, chronological events, and key historical figures.

The Economics 100 text was The Economic Way of Thinking (Heyne, 1980).

The first half of the text provides foundational principles in micro-economics (e.g. supply and demand curves) while the second half treats macro-economic issues such as inflation and recession.

A Raygor (1977) readability estimate of the first half averaged in the 10th grade range, progressing to the 11th grade range by the second half. This is well within an acceptable level of difficulty for college freshmen.

The Economics text presents ideas in an attribute structure with a large number of real life examples. Chapters close with additional examples and a lengthy list of post-questions. The range of examples and questions is more confusing than helpful for many students.

The writing style is "chatty," lulling some students into a false sense of security. Economic principles are expressed in vocabulary that is familiar yet foreign in its specialized context (e.g. "sunk cost"). Because of these discourse features, we felt that students would benefit from selective reading guides focusing attention on key Economic principles from the text.

Some of our earliest guides overestimated students' grasp of Economic principles. We felt that given a real-life example they could easily infer the appropriate principle. The guide developed for chapter six was far too advanced for students. It required them to generate an economic principle such as "opportunity cost," from a real life example. It is included in Appendix B, p. 31 to illustrate the process of developing, field-testing, and modifying guide material.

We quickly discovered that students in the initial stages of the course were unable to make the heuristic leap from real-life situation to Economic principle. We solved this problem on subsequent guides by simply reversing

the process. Our most successful guides first directed students to define a principle from the text and then engage in critical application of the principle to a real-life situation. The chapter fourteen guide is an example of this explicit to implicit reasoning process (Appendix B, p. 32).

We conducted a small scale evaluation study of the guides in three Economics 100 classes (N = 78) at the end of the semester. Dr. Haehl developed an evaluation instrument and I conducted the sessions during the first part of each class. I asked students to rate the guide materials using a six item Likert scale and a grading index (see Appendix A). Students' average rating of the guides was 26 out of a possible 30, or 86 percent on the Likert scale. These positive ratings parallel our 1980-81 findings (Bean, 1981; Bean, Wells, and Yopp, Note 1).

Following the collection of these formal guide evaluations, I directed students to convene in groups of four to brainstorm a list of: 1) what they liked about the guides; 2) what they didn't like about the guides; and 3) suggestions for improvement. Students' ideas were recorded on the board and copied for later reference.

Students praised the selective reading guides for: 1) clarifying the instructor's objectives; 2) focusing on key concepts; and 3) relating to periodic tests.

Students' negative comments are equally interesting but they need to be considered in relation to how the guides were used. Students were given the guides in class and completed them independently with little to no time for intensive small group discussion. Thus, their negative comments support the value of a one hour mini-course that provides a guided forum for critical discussion. For example, students said "people do these the night before the

test." In their suggestions for improvement they requested time to go over the guides in class. The mini-course allows adequate time for critical discussion--time that simply isn't available in the core sections of many general education courses for freshmen.

Dissemination Efforts

A dissemination seminar was held on Thursday, November 12, 1981 from 4:00 to 6:00 p.m. on the CSUF campus. Twenty participants including representatives of the Chancellor's Office, CSUF administration, and faculty from Economics, History and Philosophy were involved. Project staff provided an overview of the first year planning and implementation phases and Dr. Michael Mend, a CSUF Sociology professor, presented his external evaluation of the first year and plans for the 1981-82 evaluation (see Mend, 1982). Seminar participants commented positively on the project and made a number of written recommendations using the reaction form in Appendix A.

Comments about the planning phase, implementation and overall value of the project were extremely positive and supportive. Written recommendations centered on the need to involve more students in the mini-courses and a need to carefully explore experimental and control group contrasts.

Enrollment patterns influence our control over the composition of experimental groups since students elect the mini-courses individually. Given the vagaries of class schedules, our evaluation design and the results detailed in this report use descriptive statistics and qualitative measures.

In addition to our on-campus seminar, a number of other successful dissemination efforts have been completed. Within our CSU system, I had an opportunity to share our project design and instructional strategies with

faculty participating in Professors Carol Holder and Andrew Moss' Writing Workshops at CSU-San Bernardino and California Polytechnic-Pomona. As Associate Director of the UC-CSU Reading and Learning from Text (RLFT) project with Dr. Harry Singer, Director, I presented an overview of our maxi-grant to university, community college and high school faculty at the California Reading Association Conference in Anaheim. We co-authored an article for the spring, 1982 California Reader highlighting both the RLFT project and our CSUF maxi-grant (Bean and Singer, 1982).

At the national level, JoAnn Wells and Hallie Yopp presented a session for secondary teachers at the International Reading Association Southwest conference in Arizona. Secondary curriculum coordinators are very interested in this project. Indeed, Ms. Yopp hosted visitors from local high school districts in her mini-course. Our program model has some potential as an approach to critical reading at the high school level. Ms. Yopp also presented a research paper based on our 1980-81 results at the National Reading Conference in Dallas, Texas. It was well-received by other researchers in content reading and it has been submitted for review and publication (Bean et al., Note 1).

In summary, we met our proposed planning and dissemination objectives with a high degree of success. During the spring 1982 semester, three sections of Reading 103G (Critical Reading in History or Economics) were offered to accompany History 110A, 110B and Economics 100. The remainder of this report summarizes the results of this implementation phase.

The Implementation Phase

A series of 10 week, one credit hour elective mini-courses called "Reading 103G Critical Reading" were offered during the Fall, 1981 and the

Spring, 1982 semesters. Two sections of the mini-course were offered in the Fall to accompany History 110A, the first half of Western Civilization. Students were notified about the class through the course schedule listing, flyers at walk-thru registration, and History faculty announcements in their first class meetings. This last approach proved to be the most effective. Since we scheduled the mini-courses to start one week into the semester, adequate time was available for publicizing the classes.

Students in the Fall, 1981 mini-courses enrolled from a variety of History 110A sections including Dr. Charles Frazee's class.

In the Spring, one section of the mini-course for History 110B, the second half of Western Civilization, and two sections of the Economics 100 mini-course were offered. The History mini-course was taught by Hallie Yopp, project member, and the Economics mini was instructed by Amy Talaganis, one of our regular part-time undergraduate faculty. Ten of the students enrolled in the History 110B section were prior students in the History 110A class, attesting to its perceived value by these students. Unlike the History students representing a variety of course instructors, the Economics students all came from Dr. John Haehl's three classes.

The mini-course content focused on small group verification and discussion of the guide material. In addition, time was allotted for demonstrating and discussing instructor and student-generated study strategies that could be used in other text reading assignments. For example, summarization techniques for integrating text and lecture concepts comprised a regular part of the mini-course (Appendix B). Each week a new group leader was responsible for guiding the discussion and sharing a favored study strategy with other class members. Students

Figure 1

Learning From Text Adjunct Guides

Guide	Purpose	Procedure	Example
Selective Reading Guide	1) to guide students to major ideas 2) to teach flexibility in reading	1) identify important concepts 2) proceed section by section indicating in written form each section's importance 3) include specific concepts to which the students should attend	Page 334 Read this section quickly. Note primarily the appearance of Joan of Arc.
Graphic Organizer	1) to help students develop a sense of the structure of the concepts being studied 2) to aid students in perceiving the relationships which exist between concepts	1) determine which concepts should be emphasized and what relationships exist between them 2) arrange the words in a diagram 3) omit several terms	Roman Empire West East Ruler:_____ Ruler:_____
Concept Outline	1) to aid students in perceiving the relationships between concepts 2) to summarize events 3) to capsulize information	1) identify which concepts should be emphasized and outlined 2) provide skeletal outline of an important event	Pledeian Struggle I. Reasons II. Steps A. secession from the state:

became increasingly creative in this area. For example, one History student used poetry to generate acronyms keying important events (see Appendix B).

At selected intervals in the History 110A and 110B, and Economics 100 mini-courses, students were asked to evaluate the guide material. Students evaluated the guides early in the course and again toward the end of the 10 weeks. Since the guides in History progress from highly structured guides in the early part of the semester to more open-ended, student-generated guides, this allowed us to evaluate the effect of systemically "phasing-out" our guidance. A single type of guide, the selective reading guide was used in Economics, but students acquired other self-monitoring strategies in the mini-course.

Three forms of guides were used in History 110A and 110B:

1. Selective Reading Guides
2. Graphic Organizers
3. Concept Outlines

Figure 1 provides a brief summary of each type of guide and examples of each are displayed in Appendix B. Detailed instructions for constructing guide material can be found in Readence, Bean, and Baldwin (1981).

Mini-Course Results for History

History 110A Mini

The first guide evaluations were completed in October, 1981 after students read chapters 1 through 5 in the text. They used one selective reading guide per chapter and one graphic organizer or concept outline. Thus, each type of guide received equal use.

The mean overall guide rating for 24 students was 30 out of a possible 35 or an 88 percent rating, indicating that students value these adjunct aids. A rank ordering of their evaluations indicates that one type of guide is not valued more highly than another at this stage of the course. Students open-ended comments focused on a desire for more writing space on the guides and additional time for guide discussion in their regular History 110A sections.

The guides were evaluated again in November at the culmination of the mini-course after students completed chapter 9 in the text. The mean overall rating for 29 students was 29 out of 35 or 84 percent. In their rank ordering of guide types, clear preferences emerged. Graphic Organizers were favored by 42 percent of the class, Concept Outlines by 34 percent, and Selective Reading Guides by 23 percent. One explanation for this trend is that as students develop a good knowledge base in an academic area and gain greater familiarity with the text and lecture style of the professor, they are less dependent upon highly structured guidance. By their nature, Selective Reading Guides are carefully developed by the instructor and follow the text closely. In contrast, Graphic Organizers and Concept Outlines are easily generated by students in a variety of academic areas. We can say that Selective Reading Guides are "manipulative" while Graphic Organizers and Concept Outlines used by students were simply skeletal guides rather than detailed versions employed early in the course (see Appendix B).

Students' comments on the disadvantages and advantages of guides produced the following general patterns. Four disadvantages were mentioned by at least two or more students. These are:

1. The guides help text comprehension but not lectures.

Students often felt that text and lecture information contained divergent content. This may be due to entry level students' inexperience in an academic area and inability to integrate two sources of information. As they acquire greater background knowledge, they are better able to link these two presentation modes.

2. Small group discussions in the mini-course were helpful but not as helpful as whole class discussions.

Again, entry level students are typically more dependent on instructor guidance and less sure of their own learning resources. The mini-courses were designed to supply adequate early guidance and introduce independent study strategies to accelerate effective academic learning early in the freshman year.

3. Students wanted more space for writing on the guides.

4. Students felt that the guides would be useful <u>independent</u> of the 103G class.

Indeed, a small number of students who were unable to register for the mini-courses because of schedule conflicts purchased copies in the bookstore and used the material independently or with a friend. We are currently making the guides available in the bookstore for students during the 1982-83 year.

Students praised the 103G mini-course instructor's teaching and commented that Graphic Organizers and Concept Outlines were helpful in organizing information for essay exams. The contribution of reading guides to students' writing has been recognized by both students and faculty. Professors at California State Polytechnic University, Pomona have developed Selective Reading Guides in Introductory Accounting taught by Gail J. Fults and American Studies instructed by Dr. Dick Johnson. Writing in the Disciplines workshops designed by Dr. Carol Holder and Andy Moss provided a good forum for introducing

guide material as a prelude to effective writing assignments. We are continuing this collaborative reading-writing approach this Fall, 1982 in a faculty workshop at Pomona and in planning sessions related to students' writing at Fullerton.

History 110B Mini

The mini-course developed for the second half of History 110B also involved guide evaluations at two intervals over the 10 weeks.

The mean overall guide rating was 29 or 83 percent for the mid-March, 1982 evaluations. A rank ordering of the guides by 9 students indicated that five students preferred the Selective Reading Guides, three the Graphic Organizers, and one the Concept Outlines. In contrast, on a mid-April evaluation, 10 students gave the guides an average rating of 84 percent but changed their rank ordering of individual guide types. This time seven students preferred the Concept Outlines, two the Selective Reading Guides, and one the Graphic Organizers. This trend is consistent with the hypothesis that as students develop an academic knowledge base they require less instructor guidance. Indeed, students' open-ended comments support this notion:

> *"I feel making the concept outlines ourselves helped me a lot more than just filling them out like we did in the beginning of the semester."*
>
> *"Each of us doing either a graphic organizer or concept outline then running one off for everyone else."*

Mini-Course Results for Economics

Economics 100 Mini

Seventeen students enrolled in one of Dr. Haehl's three Economics 100 sections (n=60 per section) also registered for the Reading 103G mini-course.

Fourteen complete data sets comprising their scores on the pretest, posttest, final course grades and four periodic quizzes were available for analysis. Guide evaluations were not conducted since only Selective Reading Guides were used with the text.

The pretest contained 50 multiple-choice items following the content and format of the Instructor's Guide for the Economic Way of Thinking (Heyne, 1980). The following sample item exemplifies the type of question students received on this test and subsequent quizzes.

> For which of these goods would you expect the price elasticity of demand to be greatest?
>
> a. gasoline
> b. Mobil regular gasoline
> c. transportation services
> d. unleaded gasoline
> e. leaded supreme gasoline

The same test was used as a posttest at the end of the course. The test-retest reliability was r= .44 which is low but within the normal range for an instructor-devised, criterion-referenced instrument.

Table 1 presents the pretest mean scores and standard deviations for the 14 students enrolled in the mini-course and the remaining students taking only the regular Economics 100 class.

Table 1

Pretest Mean Scores for Mini and Economics 100

Group	N	Mean	Total Possible	Standard Deviation	Range
Mini	14	16	50	3.77	8-22
Economics	98	17		4.24	6-30

Students in both groups achieved pretest scores averaging in the 30 to 35 percent range. Thus, both groups began with an equally low conceptual background in Economics.

In contrast to students limited beginning knowledge in Economics, their average posttest scores in Table 2 reflect reasonable gains by both groups with the mini-course students displaying a tighter range of scores.

Table 2

Posttest Mean Scores for Mini and Economics 100

Group	N	Mean	Total Possible	Standard Deviation	Range
Mini	14	36	50	5.24	27-44
Economics	93	33		6.62	18-49

Students' overall performance in the Economics 100 class is indicated by their final course grades. On this measure Table 3 shows that students in the mini-course averaged a final grade of B with a C to A range. In contrast, students not in the mini averaged a C grade with a range of F to A.

Table 3

Mean Final Grade in Economics 100

Group	N	Mean	Standard Deviation	Range
Mini	14	2.85(B)	0.94	2-4
Economics	101	2.03(C)	1.19	0-5

Students electing to devote extra time to a mini-course blocked to Economics are clearly a motivated group. This factor in combination with the guide material and study strategies undoubtedly contributed to their success, in some cases, well beyond their peers taking only Economics 100. Indeed, students' course evaluations praised the guide material, small group discussion, and student-generated strategies. They felt Amy Talaganis' instruction was superb.

Table 4 presents the quiz results which generally parallel the posttest mean scores. The mini-course students average slightly higher scores. More importantly, the range of scores for mini-course students is more compact and higher than their non-course peers. These results indicate that the mini-course content contributed to their continuous and overall success in the Economics 100 class.

Table 4

Mean Quiz Score in Economics 100

Quiz	Group	N	Mean	Total Possible	Range
1.	Mini	14	21	30	17-25
	Economics	101	19		10-27
2.	Mini	14	36	50	31-42
	Economics	100	31		19-44
3.	Mini	14	43	60	30-53
	Economics	98	37		15-51
4.	Mini	14	35	55	24-43
	Economics	97	33		13-50

Conclusions and Recommendations

During this second year of the project we were able to accomplish our three major objectives. We developed guide material for History 110B and Economics 100 and related mini-courses. First year project results were disseminated throughout the UC and CSU system and on a national level.

Based on professors enthusiasm for the project, students' positive ratings, and comments concerning the use of adjunct guide material, and their success in using these aids to achieve a high level of understanding in introductory courses, we feel this two year project provides a good model for guiding critical reading in academic classes. The crucial problem centers on how to ensure this model, in some form, remains a part of instruction at CSUF and on other campuses.

Although we scheduled three sections of the mini-courses blocked to History and Economics this Fall, 1982, we were unable to offer them. Our Reading Department undergraduate program sustained cutbacks in our allotted faculty units. This eliminated a number of undergraduate classes including the mini-courses. We may be able to offer them again during subsequent semesters, but for now, alternatives to the mini-course model are being used to continue the project on campus, at least in a scaled-down fashion.

The guide materials for History and Economics are available in the bookstore for independent purchase and use. Faculty in the core classes simply alert students to the existence of the material. This seems to be working as a number of students are taking advantage of this option.

Helping professors develop adjunct guides continues to occupy much of my time with the CSU Writing Across the Disciplines effort at California

Polytechnic-Pomona and in plans for a similar thrust here at CSUF. Indeed, this may prove to be the best long-range vehicle for sustaining our efforts now that external funding has ended.

Finally, the UC-CSU Learning From Text project co-directed with Dr. Harry Singer at UCR offers another far-reaching forum to exchange and implement instructional practices outlined in this report (see Singer and Bean, 1982).

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APPENDIX A

Project Directory

Dissemination Seminar Participants
Evaluation Form for the
Dissemination Seminar
Fiscal Report

PROJECT DIRECTORY

READING FACULTY

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SOCIOLOGY (EVALUATION)
Dr. Michael Mend
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DISSEMINATION

SEMINAR PARTICIPANTS

Economics -

Dr. John Haehl

Dr. Gary Pickersgill

Dr. Joyce Pickersgill - Chair

History -

Dr. Lee Bellot

Dr. Robert Feldman - Chair

Dr. Charles Frazee

Dr. Jack Putnam

Dr. Sy Scheinberg

Dr. Jim Woodward

Philosophy -

Dr. Peter Dill

Dr. Craig Ihara

Dr. Richard Smith - Chair

Dr. Frank Verges

Reading -

Dr. Tom Bean

Dr. Horma Inabinette - Chair

JoAnn Wells

Hallie Yopp

Sociology -

Dr. Michael Mend

CSUF Administration -

Dr. Giles Brown - Academic Programs

Dean Don Schweitzer - Humanities & Social Sciences

Chancellor's Office

Dr. Jane Prather

1981-1982
FISCAL REPORT

Category	Allocation	Expenditures
1. Personal Services		
a) Part-Time Faculty (0.6 man year)	$10,433.00	$10,433.00
b) Graduate Assistant (1.0 man year)	5,194.00	5,194.00
c) Student Assistant (0.3 man year)	2,136.00	2,136.00
d) Staff Benefits	2,378.00	2,378.00
	$20,141.00	$20,141.00
2. Operating Expense		
a) Supplies and Services	950.00	950.00
b) Travel-In-State	100.00	100.00
Sub Total:	$ 1,050.00	$ 1,050.00
Total Allocation:	$21,191.00	$21,191.00

EVALUATION

GRANT DISSEMINATION SEMINAR
November 12, 1981

Please consider each of the project components reviewed in the seminar: 1) evaluate each component and 2) suggest future approaches for implementation of project when funding ends.

PLANNING PHASE

1) 1980/81 Project (History and Philosophy)

2) Suggestions for future:

ADJUNCT CRITICAL READING GUIDES

1) 1980/81 Project (History and Philosophy)

2) Suggestions for future:

ADJUNCT MINI-COURSES

1) 1980/81 Project (History and Philosophy)

2) Suggestions for future:

OTHER COMMENTS

Thank you for participating in the seminar and sharing your insights.

APPENDIX B

Study Group Format for Mini-Course Economics 100
Selection Reading Guide for Economics 100 Chapter 6
Selective Reading Guide for Economics 100 Chapter 14
Selective Reading Guide for History 110B
Graphic Organizers for History

STUDY GROUPS

Each week study groups will meet to discuss the selective reading and vocabulary guides for the chapter assigned that week. In addition, the group leader will prepare a reinforcement activity as an extension of the concepts in the chapter to be discussed by the group. Examples of reinforcement activities include graphic organizers, vocabulary terms, etc. These can be similiar to the activities in the syllabus but they must be different ones especially prepared for the group. The participants in the group must be prepared in advance by having answered the questions in the selective reading and vocabulary guides and participate with the group leader and the activities that the leader has prepared. Finally, the study group members will have prepared a summary sheet integrating the text and the lecture to share with the other study group participants.

Summary of weekly responsibilities:

Group leader - assumes responsibility for direction in the group; is always prepared in advance; reviews selective reading and vocabulary guides with the group; prepares an activity as an extension of the concepts in the chapter for the group

Group members- always prepared in advance with the answers to the questions for the selective and vocabulary guides" works with other group members in the extension activity prepared by the group leader; and prepares a summary sheet to discuss with other group members.

GRADING CRITERIA - SYLLABUS ACTIVITIES

READ 103G

A-thorough complete responses with additional extension of ideas
B-majority of responses are thorough and complete with limited extension of ideas and concepts
C-missing responses with no extensions
D-many missing or sketchy responses and no extensions
E-unanswered responses for the majority

GROUP LEADER

REMINDER - The group leader is responsible for both a review of chapter study and vocabulary guides for that week but <u>also</u> for the development of a <u>reinforcement activity</u> or an extension developed specifically for that group based on the group needs...

Selective Reading Guide for Chapter Six in Economics 100

Directions: After reading and rereading this chapter, determine what ECONOMIC CONCEPT is being demonstrated in each of the following real-life situations.

1. It is more EFFICIENT to fly to Phoenix from the John Wayne airport than LAX, despite the higher cost ($140.00 for John Wayne versus 86.00 for LAX) of the airfare.

   CONCEPT?

2. An avid record collector offers to pay you $100.00 for the 10 original Elvis Presley 45rpm records you have stored in your garage.

   CONCEPT?

3. Trading the old Rolling Stones LP's you have collecting dust in your closet for a ride home to Oregon is not an exchange of equal values because:

   CONCEPT?

4. Rene Foxi and Bruno Blutarski met in Philosophy class. Bruno asked Rene to go to the beach on Saturday. However, their Philosophy professor, Dr. Socrates Euphrates assigned a last minute research paper due the following week.

   Panic set-in for Bruno who is largely unskilled at library research. He knew he'd have to spend the whole day Saturday researching in the library. Past experience told him it would take at least 8 hours to locate useful sources.

   Rene was not worried. She worked in the library and could easily complete her research after work in about 2 hours. She knew exactly where to find information on any topic.

   Given that Bruno takes 8 hours to research a topic and Rene takes 2 hours due to their different skill levels in this task, how can they possibly go to the beach on Saturday?

   SOLUTION:

   CONCEPT:

   How does the above example demonstrate OPPORTUNITY COST?

Chapter 14 Selective Reading Guide

Directions: For Sections A. and B. use the text to help you understand these important concepts. Text page numbers are included in (parentheses). Section C. provides an example of the concepts for you to analyze.

Section A. Briefly define the following:

1. An economist's view of government (280)

2. Coercion (281)

3. Transaction Costs (282-283)

4. Free Riders (283-285)

5. Public Good (286)

Section B. List four traditional functions of government that illustrate the concepts defined in Section A. (Transaction Costs etc.); (287-289).

1.

2.

3.

4.

Section C. Using the concepts you defined in Section A.: 1) Briefly explain why, in the long run, the following plan probably won't work; 2) Recommend an alternative plan that will work.

Plan: A young idealistic but aggressive politician residing in a new subdivision persuades his neighbors to each pitch-in $15.00 per month for a private street sweeping service.

Why It Won't Work:

Alternative Plan:

Why It Will Work:

Directions: As you read this chapter use the following guide statements to selectively consider important chapter concepts. Write down your responses and be ready to discuss them with your READ 103G group.

SELECTIVE READING GUIDE
Chapter 14

Page 446
Read this chapter to understand why European civilization was able to move into other areas of the world.

Pages 447-448
Read this section about the beginning of overseas expansion. Think about why only certain European countries were involved and why Portugal was the first to play a role in exploration. Be able to identify Diaz, Cabral, and da Gama.

Pages 450-451
Read quickly about Columbus and his background. What determined the direction of Spanish exploration.

Pages 452-453
Read the section on economics to learn why Spain failed to benefit from its expansion as much as it should. Was the inflation of the 16th century like todays inflation?

Pages 453-454
Read this next section to discover what gave Europe superiority over other societies.

Pages 454-455
Read about the explorers' motives, noting especially their desire to convert others to Christianity.

Pages 455-457
Read quickly about the political situation in the 16th Century.

Pages 457-460
Read quickly about the problems in France. What saved France?

Pages 461-465
Read the section on the Netherlands thinking about why the Netherlands was so prosperous and how that prosperity led to revolution. Quickly read about how the Netherlands became divided.

Pages 465-466
Read to understand Philip II. What do you think of his personality and goals? (Did the Armada have a chance?)

Pages 466-472
Quickly read the details of the Thirty Years' War. Why was the Peace of Westphalia a turning point in European history?

Pages 472-474

Skim this section to get a feel for the position of women in the 16th Century. How does marriage then differ with marriage in our society today?

Pages 474-476

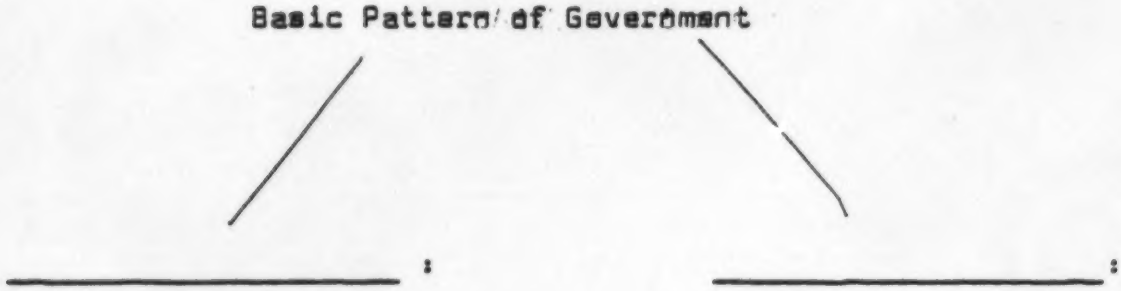
Read this section to find out what the major problem was for European settlers in the Americas. What was behind the European attitude toward Africans?

Pages 476-479

Read this section quickly, noting primarily the new school of thought which originated in the 16th and 17th Centuries.

Graphic Organizer
Chapter 15

Directions: In the period between 1589 and 1715, two basic patterns of government emerged in Europe. Fill in the graphic organizer below by identifying and defining these forms of government, then list those countries which evolved each type of government.



_____ : _____ :

countries evolving this type of government include:

1.

2.

3.

4.

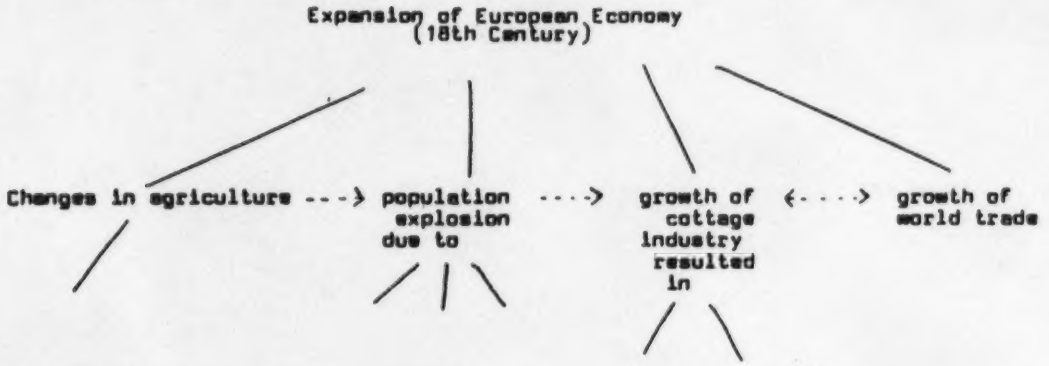
countries evolving this type of government include:

1.

2.

Graphic Organizer
Chapter 18

Directions: The economic basis of European life began to change in the 18th Century. The European economy emerged from the long crisis of the 17th Century and began to expand. Use the graphic organizer below to identify those changes which influenced the economy.



READ 103G

Chapter _____

Lecture Notes _____

Pages/Dates _____

SUMMARY SHEET

MAJOR CONCEPTS FROM TEXT	MAJOR CONCEPTS FROM LECTURE	TERMS/DETAILS/DATES/PEOPLE	ANTICIPATED EXAM QUESTIONS

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